



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School:

Target Group: High School Juniors

Target Group selection is based upon: Lack of Knowledge

Key Word: Utah Mentor

ABSTRACT

The purpose behind this activity was to give high school juniors the information necessary to make good career and post-high school choices. The vehicle to help them do this was Utah Mentor and other websites. It seemed as though they had not retained some of the previous information that had been presented to them. We did a pre-and post test to determine what they were lacking and then we spent three days in the computer lab teaching them all about Utah Mentor and other web sites. We hoped that we could increase their knowledge of what was available in Utah Mentor and how they could use it to make decisions.

PROJECT DESCRIPTION

Introduction

- The activity addressed several of the Utah CCGP Student Outcomes. Primarily, the focus was Life and Career Development. We tackled Standard A, B and C.

Participants

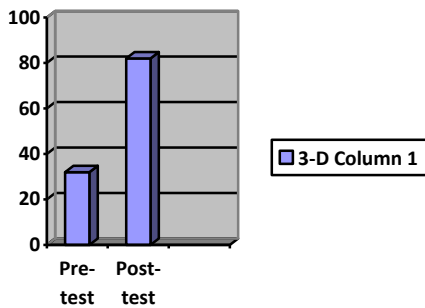
- All juniors in the high school participated

Method

- The material was presented in an American History class (we are on a trimester and it was the only class that all of the juniors were in third trimester).
- In April, we met first in the classroom for instruction and then spent 3 days in the computer lab.
- General information was given about college, Career Pathways, scholarships, FAFSA, etc.
- Students were re-introduced to Utah Mentor and our own counselor website
- Students were asked to create an account and then work through two activity worksheets which would help them explore all the areas of Utah Mentor, particularly focusing on college and career guidance and ACT prep.
- The counselor and the counseling aide both worked with students as they had questions.
- We used Utah Mentor and Choices, the counseling website from our school, worksheets and knowledge in our heads.
- Students were given a 20 question pre-test and the same test was used as a post-test.

RESULTS The questions were largely about college. The results were interesting. The questions were largely about college and we felt as though students had been exposed to much

of this material previously, so we were surprised by the outcome of the pre-test. The students scored an average of 32% on the pretest which would be about six of twenty questions correct. On the post test the average score was 82%, which would have been 16 of 20 correct.



DISCUSSION

Although much of the information presented to juniors had been presented previously in other classroom presentations and in SEOP's, we realized that until our students are juniors they are not really paying much attention. Every year we had presented this in-depth information to seniors in the fall, but we felt that that was too late and we are hoping that by presenting it to juniors in the spring they will use the information over the summer to get a head start on their post-secondary search (that will be next years data project).



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: Grand County High

Target Group: Native American Students grades 9-12

Target Group selection is based upon: need

Key Word: Native American students/College exposure

ABSTRACT

- Native American students at our high school were given the opportunity to visit Fort Lewis College and San Juan College, and participate in a ropes course at the Shiprock Health Center in a two day trip in the Four Corners area. The purpose was to expose these students to college by actually visiting campuses. Fort Lewis College was chosen because Native American students receive a tuition waiver there if they meet admission standards. San Juan College is in Farmington, New Mexico which is only an hour from Fort Lewis. San Juan College is very inexpensive. Out of state students only pay \$40 a credit hour. Both schools have a strong Native American Center which gives support both academically and socially to Native students. None of the students who went with us had ever taken a college tour before. The ropes course in Shiprock is free and it is run by Native Americans who use much of the culture in their games and discussions.

PROJECT DESCRIPTION

Introduction

- The ropes course met the CCGP student outcome of "Understand and respect our own culture and the culture of others" as well as, "Demonstrate the ability to work independently, as well as cooperatively with other students."
- The visit to colleges met the CCGP student outcomes of "Understand opportunities and how to access two year college, four year college, certificate programs ATC's."

Participants

- Nine Native American students went on the trip.

Method

- The trip was two days in May. Tours had been scheduled at both colleges. We left the high school at 8:00 a.m. and took lunch with us. We ate lunch on the lawn at FLC before taking the tour of the campus. Students were given information about the college and then we walked around campus. We spent time in the Native American Center. We then went to San Juan College where we were met by the Native American Outreach Director who took us on a tour of SJC with a little basketball time thrown in. We stayed in Farmington that night.
- The main focus was to expose Native American students to the possibilities of going to college. The curriculum included all the information that the colleges had to offer. San Juan College is a two year college with many technical programs, especially in the Health fields. Fort Lewis is a four year college with a tuition waiver for all Native American students.
- The evaluation method was asking students who had taken a college tour before. None of the students who went with us had taken a college tour before. After the activity they can all say they have toured two campuses.
- The ropes course was the second day. It was amazing. We had Navajo prayer and blessing using sweetgrass. Students were asked to introduce themselves by clan. Some

of the students were overweight and not in shape. All of them participated and did all the activities including walking across a log 20-30 feet in the air. They all came away with more self awareness.

- The Counselor and her husband (a retired teacher) were the chaperones.
- Materials used: Two Suburbans, gas, motel costs and money for food. Lunch food for both days was purchased before we left. Students were not asked to come up with any money. Money from Comp Guidance was used for food and motels. The district supplied the Suburbans and the gas.

RESULTS

All students have now toured two college campuses. They know two options for themselves after high school. The ropes course was helpful in connecting them to their culture and having wonderful role models in the facilitators. None of the students had done a ropes course before, and all of them came away having learned something about themselves.

DISCUSSION

The trip was so successful that we hope to do a river trip with the Health Center in the fall. The cultural connections were really good for Native students who do not live on the reservation. We will definitely do the college part again, but may wait a year and pick up some of the younger students. I think it is important that Native American students who do not live on the reservation find a connection with their culture and are exposed to good Native American role models.